MBI

Developing Targeted Groups and Individual Student Systems Action Plan

This worksheet has been designed to guide the discussion of your team during training. The requisite process steps are listed, along with corresponding features of system development and the specific features of practice to execute the FBA (e.g., tools). For each step, your team should consider (1) what is already in place that can be adapted to this purpose, (2) what you will need to do to get these components in place and (3) what specific action steps you must take to make that happen.

	Features of System	Features of Practice	Action /Person Responsible & Target Date
Student Identification	• Data decision rule to identify students who need additional support • Communication / link between MBI team and student support team • Process to submit teacher referrals • Regularly scheduled meeting times	• Referral form*	
Step One: Identify Goals for Intervention	• Identified team with regular meeting time • Process to invite interested stake holders • Identify who will be "case manager" • Verify problem	• Operationalize behavior (observable) • Determine frequency (baseline data) • Determine broad goals for student • Environmental Inventory*	

Step Two: Gather Information	• Determine who will complete interviews, archival reviews	• Archival Review* • FACTS* • Student Interview* • Direct Observation*	
Step Three: Develop Hypothesis	• Schedule time when team will reconvene to review data	• Function matrix* • Analyze patterns of behavior and impacting variables (antecedents & consequences	
Step Four: Designing the support plan	• Determine who is responsible for changes to the environment • Determine who and how replacement skills will be taught • Determine how generalization will be promoted • Communicate plan to all parties and review for contextual fit	• Competing behavior model* • Contextual fit* • FBA plan checklist* • Crisis management plan	
Step Five: Implementing and monitoring outcomes	• Identify and provide and training and resources needed to implement plan • Monitor student outcomes • Monitor implementation integrity • Regularly review progress – short term check in and regularly scheduled meetings.		